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ABSTRACT

This document abstracts and reviews 32 publications that describe population education programs developed for Asia and the Pacific region. The documents are grouped under three sections: (1) management; (2) planning; and (3) monitoring/evaluation. Section 1 consists of 12 selected titles that deal with management of population education programs. Section 2 is comprised of 12 titles that present theoretical discussions and practical guidelines for planning both in-school and out-of-school population programs. Reports of meetings, organized to plan and develop various types of population education programs, are also included in this section. Section 3 contains eight publications on monitoring and evaluating programs. Both theoretical analyses and case studies are provided, along with a cost-effectiveness analysis of some programs. The programs were developed for India, Malaysia, the Philippines, Korea, Vietnam, Thailand, El Salvador, and Tunisia. (NL)

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Management, Planning and Monitoring Population Education Programmes

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INTRODUCTION

This issue is the eighth in a series of abstract-bibliographies dealing with issues and problems raised by population education professionals who are undertaking population education programmes. This eighth volume is addressed to the issue of planning, management and monitoring of population education programmes both in the in-school and out-of-school sectors.

In the period since 1970, population education has been introduced in a large number of countries in Asia and the Pacific. The establishment and implementation of these national population education programmes occurred in the absence of information, lessons or experiences which can provide the basis for planning and development. Furthermore, the authorities and personnel working in population education had limited experience in running and managing a population education programme. Because of their newness and complexity, these programmes inevitably encountered a number of obstacles and difficulties in their early years. For example, the educators responsible for promoting and leading the introduction of population education in their countries could not draw upon a large body of experience when faced with the development of a training or curriculum materials development programme. Overcoming these difficulties and constraints is a major function of programme management. Moreover, even after 15 years of implementation, it is claimed that whenever population education programmes are not realizing intended goals and objectives, concerned Government officials, funding organizations and executing agencies attribute such to poor management. To many project leaders, however, management is a vague and abstract concept, partly because many projects directors are specialists in certain disciplines, e.g., social sciences, education, though with varied experiences and exposure to management, but invariably without formal training in scientific management theories, principles, methods and techniques.

More and more countries are introducing population education programmes in their education systems. It is for these countries that this series is particularly addressed to. After some 15 years of implementing population education programmes in the region, studies and documents of various types have been turned out by individual countries and Unesco that include descriptions and documentation of strategies used for planning, managing and monitoring population education programmes. Some of these documents present case studies of management decisions and actions which population education programme managers have taken regarding various aspects or activities of the programme. While some decisions and actions have succeeded, some have failed and still some actions have been more successful than others. By presenting these management experiences, these publications can help national population education programmes to learn from each other, to increase the chance that an innovative idea developed in one country will be considered elsewhere. A number of these articles and papers have also been written which present both theoretical discussions and practical guidelines on how to plan,

manage, monitor and evaluate programmes. With the experiences accumulated over the years, these bodies of information will assist national educational leaders in their decisions and actions in developing, managing and monitoring their population education programmes.

This series abstracts and reviews 33 publications grouped under three sections: management, planning and monitoring/evaluation. This grouping is based on the definition of management given by one paper which states that "management is the art of getting others to co-operate and contribute to the attainment of one's objectives." It entails a combination of taking charge and controlling and skillful use of resources. The management process consists of four stages, namely, (i) planning, (ii) organization, (iii) direction and (iv) control. Management then is an umbrella term which covers planning or programming, implementation and evaluating country programmes in population education.

Compared to other issues of this abstract-bibliography series, this volume comprised a smaller number of entries due to the limited existence and availability of documents in the areas of management and monitoring. While so many publications have been produced and circulated in the areas of curriculum and instructional materials development, training and orientation, classroom teaching and teaching methodologies, it is only very recent that population education authorities and experts have paid serious attention to documenting their experiences and ideas about management and monitoring in population education. The publications which have been included in this volume comprised a good selection of representative documents in the areas of planning, management and evaluation. Under the section on management, the publications do not only provide a theoretical analysis of the principles and methods of management but also describe various case studies and meeting reports discussing significant management problems dealing with various aspects of running a population education programme, highlighting the management decisions and actions taken to overcome these problems. The section on planning also include articles presenting theoretical discussions and practical guidelines for planning in-school and out-of-school population education programmes and reports showing how various types of population education programmes have actually been planned during meetings and workshops. While there are quite a number of publications reporting deliberations of meetings on planning and development of country programmes, this issue deliberately selects only a few which show how the development and planning of population education in the areas of in-school programme, adult education, polyvalent education and higher education have been conducted. The section on monitoring/evaluation only confines itself to publications comprising of theoretical discussions and presentation of practical guidelines on what, why and how to monitor and evaluate population education programmes. There are two reasons for this. First, many project progress and tripartite reviews conducted by the Government, UNFPA and UNESCO which give good reports of the results of monitoring and evaluating of country programmes are not generally circulated for public consumption. Secondly, another series of this abstract-bibliography deals more specifically with actual results of research and evaluative studies conducted by national programmes. This issue therefore is concerned only with the principles and techniques of monitoring and evaluation.

Under each classification, the entries or selections are arranged alphabetically by author, institution or other main entries. The general format includes a list of descriptors which are derived from the Unesco IBE and the Carolina Population Thesauri and the addresses of the sources of these materials. Subject and geographical indexes are also included at the end of the series to allow users access to the content from other entry points. The abstracts are lengthy enough to give the reader not only the main issues but also major ideas and conclusions arrived at. The majority of the publications are articles, reports of meetings and workshops manuals and case studies.

Section One: Management

This section consists of 13 selected titles that deal with management of population education programmes. Basically, there are two types of documents included in this section. The first type deals with theoretical discussions of the principles of management as applied in population education. The second type includes a review or stock-taking of national and regional experiences in the management and implementation of various aspects of the programme. They are mostly the results of regional meetings and case studies.

An article entitled, "Management of population education programmes" sets the tone of this section. It defines what management is, discusses the basic principles of management and their applications to a more efficient and effective implementation of country programmes in population education. In this context it discusses the four elements which comprise the management process. This article and the majority of the publications included here point out a number of management problems that are being encountered by countries in running their population education programmes. It is claimed that after 15 years of programme implementation, a number of project reviews and evaluation have shown that many population education programmes are not realizing intended goals and objectives due to failure to implement their activities properly. Mainly, it was found out that the root cause of these problems is poor management.

For example, the following management problems were raised, among others:

1. A few country programmes in population education in Asia are lagging behind in the realization of project objectives, partly because the organizational structure has been taken for granted. The management unit of the population education programme usually contains a very small number of personnel and must rely on the various other units of the ministry to implement its activities. Some of these units are even run by part-time personnel only and not given sufficient clout, influence and budget to run an efficient population education programme.
2. Project reviews have also revealed that often, even after the approval of external funding support, the much needed facilities, equipment and staff are not always made available, causing delay in the implementation of project activities. One of the reasons for this is the lack of

experience by population education staff in selection and procurement of equipment from abroad.

3. People appointed as population education programme/project directors are oftentimes specialists in certain disciplines or experts in certain components of programme operation. Although they may have some experience in planning and management at varying degrees, very often they lack formal training in scientific planning and management. This is also accompanied by a fast turnover of both project directors and personnel. Moreover, despite the fact that some countries have designated areas of responsibilities or programme components such as planning, curriculum development, training, research and evaluation and documentation, there is the problem of providing the staff with the necessary expertise in each of the task areas.

4. There exists a proliferation of agencies or ministries which appear to compete with each other as co-ordinating bodies resulting in overlapping and confusion.

5. Although national authorities are generally committed to their population education programme, many countries in the region have limited resources to institutionalize it. They find it difficult to match the commitment at policy and technical levels because of resource constraints, as a result of which population education programmes tend to suffer in cases when re-allocation of budgetary provision becomes necessary.

6. Other management problems deal with optimizing inputs to the programme by personnel from universities and other institutions; rapidly bringing to the attention of the programme staff updates of population data; managing any external inputs, including technical assistance, training, equipment and funds.

Management problems were addressed by four regional meetings undertaken during the last ten years to assess emerging needs and requirements in population education and to co-operatively develop forms of action to meet the requirements of new thrusts and developments to make the programme more relevant and effective. Two of the four reports deal with Regional Consultative Meetings which are held every four years to take stock of the programmes in the region as a whole, while two reports deal with a review of specific aspects of the programme, such as strategies for the coherence and co-ordination of formal and non-formal population education and the innovative structures and approaches in population education. In all of these reports, the development and management of the programmes basically form the core issue of the discussion. Problems are not only raised but strategies for overcoming them are presented, derived mostly from country experiences, together with new suggestions forwarded by the participants during the meeting.

Three documents are more than meeting reports, as they undertake in-depth case studies of how selected countries have managed their population education programmes, focusing on various aspects or components.

The first of three case studies, entitled "Managing national population education programmes: issues and actions", has succeeded in culling out the experiences and lessons learned by countries in managing their programmes to enable them to learn from each other and to increase the chances that innovative ideas developed in one country will be considered elsewhere. This book takes up a number of obstacles which had been faced by countries in managing their programmes during their early years. It points out that overcoming these obstacles or constraints is a major function of programme management. The decisions and actions taken to solve these management problems are the focal points of discussion in this book.

Another document consists of four case studies which describe the process of integrating population education into the educational systems of El Salvador, the Republic of Korea, Philippines and Tunisia, setting out the objectives of population education, the modes of implementation and the significant contributions made by this new approach to the renewal of education as a whole. From the point of view of management, this document provides a wealth of lessons and experiences gained in strategies used in the management of population education so that it could contribute to the improvement of various parts of the educational process: content, curricula, methods and personnel training.

The third case study deals with a synthesis of the development of out-of-school population education programmes in the region, showing how they evolved, what problems were encountered in their implementation and the decisions taken to solve these problems that deal with integration, training, instructional materials development, heterogeneity of audiences, co-ordination and research and evaluation. The synthesis and analysis of these various areas cover a number of management issues and strategies which provide readers with insights for planning and implementing future out-of-school population education programmes.

In addition to the regional perspective and overview, four selected publications document the project management and implementation of population education in Malaysia, the introduction of population education in the out-of-school youth programmes and private schools in the Philippines and the experience of Thailand in integrating population education into rural and agricultural development networks.

Section Two: Planning

Twelve selections comprise this section. Seven articles present theoretical discussions on and practical guidelines for planning in-school and out-of-school population education programmes. One of these seven articles defines programme planning as the process of identifying, assessing and choosing between alternative pathways and strategies leading to implementation. Four articles describe the requirements and processes that go into planning of a population education programme in general. According to one of these articles, to be able to identify the most suitable settings for planning a population education programme, the planners need to know and assess: (i) the potential access of different groups of learners to

various educational settings; (ii) the different points in time at which they pass through each setting, their levels of intellectual and emotional development and their previous exposure to population-related learning; (iii) cultural, political and social sensitivities; and (v) the educational activities already taking place within each setting.

Generally, these four articles agree upon the steps to follow in planning a population education programme. After surveying the environment, and the educational setting, the steps for planning are: (i) formulating the rationale or theoretical framework in consonance with the national educational development policies; (ii) identifying objectives and goals; (iii) provision of programme resources in a form that can readily be used; (iv) selection of target groups to be exposed to population education and the precise objectives in respect of each group; (v) selection of programme content and the instructional strategies to be used; (vi) identification of resource persons to be used to reach each target group; (vii) establishment of mechanisms for the production of instructional materials; and (viii) recognition of research and evaluation needs.

The articles elaborate upon each of these steps by discussing the guidelines or questions to be considered when planning the activities or elements for each. Issues such as the following are taken up: (i) who should be responsible for planning the programme; (ii) who should co-ordinate the activities; (iii) what kind of integration methods should be used, a separate approach, infusion or mini-lesson approach; (iv) should it be introduced at all the educational levels; (v) who are the personnel to be trained; and (vi) should it include both in-service and pre-service? One article by World Bank annexes a checklist of questions or guidelines that should be taken into account when planning the curriculum development, preparation of materials, teacher education and non-formal education.

The rest of the seven selections specifically discuss planning of out-of-school population education programmes and kindergarten education. The two articles on planning and development of out-of-school population education programmes first explain why planning in this sector is different from planning of population education programmes in the school sector. Then the steps or procedures for planning out-of-school population education are presented along with the problems encountered in planning and implementing such programmes. Likewise, the article on population education in kindergarten education explains the rationale for introducing population education concepts at such an early level; the objectives of such a programme; the content and the teaching methods.

Five of the 12 publications are reports of meetings organized to plan and develop various types of population education programmes. While they present the theoretical principles and the procedures for planning a population education programme, these five meeting reports show how participants actually planned programmes and projects in population education. The Report of a Sub-Regional Seminar-Workshop on Population Education attended by participants from Fiji, Kiribati, Papua New Guinea, Solomon Islands and Tonga was organized to develop plans and formulate national projects in population education in the Pacific for

UNFPA's assistance. The remaining reports describe the proceedings of the meetings which were separately held in India to plan and develop the integration of population education in adult education programmes, polyvalent adult education and higher education.

In planning the integration of population education into adult education programmes, the participants first reviewed the integration of population education content in post literacy, follow-up and training materials to determine whether the integration has been done systematically and sufficiently. After the review, the participants planned the strategy and methodology for systematically integrating population content in these materials. This was culminated by the formulation of integration plans by each of the State Resource Centres for post literacy, follow-up and training materials. The paper on the planning of population education into polyvalent education discusses the various strategies and methodologies which deal with how to integrate and where to integrate and the three steps to follow, namely, i) convincing the labour administrators, employers and trade union leaders of the necessity for such a programme; ii) selection and training of trainers and iii) selection and training of voluntary motivators from amongst the labour force. The report of the meeting for integrating population education in higher education produced alternative schemes for this purpose. The formulation of these alternative schemes was guided by a discussion on the planning, organization and structure of population education at the higher level in the context of horizontal and vertical system of linkages including disciplinary inputs and multi-level planning; management, monitoring and evaluation of the programme with a focus on teacher education and identification and designing of guidelines for future plans of action in this area.

Section Three: Monitoring and evaluation

Eight selected publications are included in this section; five are articles, two manuals and one is a meeting report. Of the five articles, two discuss monitoring and evaluation and differentiating between the two. The two articles define monitoring, discuss the role of monitoring in management of a population education programme, the various types of monitoring, the components of a programme that should be monitored and the prerequisites of an efficient monitoring.

Monitoring, according to these papers, is a process of periodically watching the progress of a programme or project to identify shortcomings and take appropriate corrective measures. The following components of a programme are monitored: objectives, programme inputs, substantive and conceptual thrusts, programme processes and the delivery of programmes to target clientele. The papers also point out that monitoring is very useful for programme management because it identifies necessary action in order to ensure efficiency and effectiveness of the programme; provide feedback information for adjustment in work plan and budget and provide information on future programme needs. The papers identify financial monitoring; administrative or management monitoring; technical/academic monitoring; coverage and delivery monitoring and physical equipment and materials monitoring. More-

over, to be able to undertaken an efficient and effective monitoring system, the articles require that there be regularity in submission of reports, accuracy of information; promptness in analysis and supply of feedback and completeness of information.

On the other hand, evaluation has been defined by three papers as a more in-depth analysis of the project's impact. It is the process of making judgements of worth and decisions on the basis of information collected for these purposes. The papers identify, (i) context evaluation; (ii) input evaluation; (iii) process evaluation; and (iv) product evaluation. It is also pointed out that in developing an evaluation framework, the following major parts should be considered: (i) objectives; (ii) selection of programme activities and content to be evaluated; and (iii) selection of the evaluation design and methodology. Evaluation is viewed as a continuous process which commences with pre-programme evaluation, formative evaluation and ends with summative evaluation. One paper zeros in on evaluation of learning outcomes in terms of cognitive and effective changes. It discusses which components of the cognitive and affective domains should be evaluated and with what measures of evaluation. Another paper deals with cost-effectiveness of population education activities. It defines cost-effective analysis as the evaluation of alternatives according to both their costs and their effects with regard to producing some outcomes or set of outcomes. It is stated that in population education projects, an evaluation and decisions must be made on the choice of alternative approaches to meet a particular objective and many times, these decisions must be based on consideration of costs. The paper claims that before any cost-effective analysis can be made, it is first necessary to determine the programme objectives and an appropriate measure of effectiveness. Then, a cost worksheet is usually used to analyse cost by comparing the alternative approaches to be used. The paper then gives a concrete example comparing the cost-effectiveness of using three different methods of conducting in-service teacher training.

The last three publications include two manuals and one meeting report which generally present the same contents. The publications present a discussion distinguishing between monitoring and evaluation, the difference in coverage of the two, their functions or uses and types of evaluation. They proceed to non-experimental, experimental and quasi-experimental designs. Techniques for gathering data are enumerated after which techniques for analyzing data or statistical tools which can be applied to the evaluation data are given. These include measures of central tendency, measures of variation, measures of relationship, comparison of two groups, comparing related or matched samples, the sign test, t-test for matched samples, t-test for independent groups, Spearman's rank correlation, Pearson correlation coefficient and chi-square test. The publications also include the guidelines for writing the evaluation and research report, how to write the abstract and how to determine the cost-effectiveness of population education. Included are concrete evaluative designs and evaluation instruments which can be used to ascertain effectiveness of population education teaching in the classroom; personnel and teacher training; various teaching methodologies used and instructional materials.

SECTION 1 – MANAGEMENT

01

Phaitoon Ingkasuwan. *A project experience with population education through rural and agricultural development networks (PERADN).* [Bangkok, PERADN, Kasetsart University, 1986. 26 p.]

This publication documents the experiences of managing and implementing the integration of population education through rural and agricultural development networks in Thailand, otherwise known as PERADN. PERADN is a research and development project funded by UNFPA and technically assisted by FAO. It was so designed to seek out ways and means that population education could be used as yet another effective tool in rural development. Initially, the conceptual framework was confined to probing for possible uses of population education in enhancing the effectiveness of agricultural extension operatives but the framework was later expanded to accommodate on-going rural development networks that would subsequently be usable by the private sector and the community leaders as well. This project is being managed and co-ordinated by Kasetsart University with 15 other co-operating agencies.

The project strategy is to, (i) identify and capitalize upon the rural people's traditional, cultural and religious beliefs through KAP studies commissioned for selected pilot areas; (ii) evolve an information delivery process by joining academic facts with field workers' practicality; and (iii) identify basic information most likely to influence the decision-making process of the rural people with regard to family, health and occupation. Then, by assessing official papers and published research results, the norms and directions for desirable family goals and actions were established, then field-tested by competent co-operating personnel in four different pilot areas. Presently, the programme adopts the following norms as a guide for selecting appropriate messages: small family size, reduced incidence of infant and maternal mortality with improved nutrition; delayed marriage and reduced incidence of teenage pregnancies; and reduced incidence of migration to urban centres.

Integration is the heart of the core message delivery process. It was developed by large numbers of workshop participants, field-tested, then refined in succeeding workshops. The materials that have so far been developed include two manuals for the use of trainers and supervisors and for population education advisers and field personnel; some 20 pamphlets designed for rural readers cover a wide range of subjects of farm and home interest; three video tapes which are useful in introducing the what, why and how of population education to different target groups. About 5,000 people with educational leadership quality have been prepared under various training workshops.

The report also documents selected experiences in the pilot areas of introducing population education into various local activities, how it was perceived and accepted by the grassroots communities. In conclusion, the report states that population education, as developed under the PERADN project, has demonstrated a rather efficient, low-cost instrument to facilitate a large number of rural development activities. Its approach is kept to basic information essential to initiate a thought process leading to problem recognition and possible problem solution through self-effort as well as co-operative effort.

The village mutual fund group, vocation group, or simply social group, is always accessible to population education information delivery. Such incorporation requires minimal added investment in terms of money, some physical effort and conviction on the part of responsible personnel.

Descriptors: *Out-of-School Programmes; Integrated Rural Development Programmes; Strategic Planning, Programme Design; Thailand*

Source: Population Education Through Rural Agricultural Development Networks (PERADN)
2nd Floor Main Auditorium (Old Bldg.)
Kasetsart University
Paholyothin Road
Bangkok 10900, Thailand

02

Population Center Foundation. *Population education for out-of-school youth: problems and recommendations.* Manila, 1978. 19 p. (Options for Policy and Practice, vol. 4, no. 1, January-February 1978.)

This report gives an account of the problems identified, the discussions and the recommendations made on three issues during a conference among directors, supervisors, technical staff, and youth development workers of youth organizations. The conference had as its theme, Population Education: A Dimension of Youth Development Programmes.

The three issues taken up at the conference are regarded as most crucial to the efficient and effective operation of population education projects for the out-of-school youth. These issues are: (1) Evaluating Population Education Projects for Out-of-School Youth; (2) Co-ordinating Population Education Projects for Out-of-School Youth; and (3) Communicating Population Concepts to the Out-of-School Youth. The conference was the culminating activity of the Research Utilization Project in Out-of-School Population Education. The project aimed to enhance ways by which youth-oriented organizations can conceptualize and integrate population education with their various educational activities.

The project was addressed to agencies which needed technical assistance in planning and designing population education components (the planning group); and those already extending population learning to the out-of-school youth (the implementing group).

The three issues covered in this report were found to be the most common among all the agencies mentioned earlier. For this reason, such issues were given priority attention. The first issue addressed, (i) why evaluation findings are not being used; (ii) constraints that prevent heads of organizations from using evaluation for effective policymaking, management, and implementation; (iii) youth development workers who claimed that they are asked to gather too much data and write too many reports, thus adding to their work; and (iv) the great expense involved in conducting evaluation. The second issue addressed, (i) the overlapping of services and clientele among organizations implementing out-of-school youth projects; (ii) the imbalance in the distribution of scarce resources; (iii) how to make local leaders more actively involved; (iv) who should take the lead in co-ordination; (v) the contention that too many co-ordinating bodies aggravate the problem of co-ordination all the more; (vi) what should be co-ordinated; (vii) the vagueness of the role a person

performing co-ordinating functions at middle and lower levels; and (viii) the lack of continuity. Finally, the third issue addressed how: (i) youth development workers and field-workers assume much of the responsibility in action programmes inhibiting community members from having an active role in them; (ii) field-workers are not adequately trained as communicators of population education; (iii) the out-of-school youth are often erroneously considered a homogeneous group, (iv) the youth's interest in population concerns is difficult to elicit; and (v) communicators may not be keenly sensitive to the reactions of their audience.

Descriptors: *Out-of-School Programmes; Out-of-School Youth Programmes; Programme Evaluation; Programme Co-ordination; Communication; Conference Report; Philippines*

Source: Population Center Foundation
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Philippines

03

Population Center Foundation. *Towards greater involvement of private schools in population education: summary of workshop proceedings, Manila, 20-22 May 1980.* Manila, 1980. 7 p.

This is a report of a three-day workshop held from 20-22 May 1980 in Manila which was the culminating activity of the Research Utilization Project in Population Education. The project aimed to encourage greater participation of private schools in imparting population learning and greater adoption of effective techniques in implementing population education into the curricula of private schools. The workshop specifically generated recommendations and proposals for strengthening the regional implementation of population education in the private schools. It also devised a mechanism for channelling technical and financial assistance to private schools in the regions for population education.

The report presents the discussions of the workshop which focused on four issues. The first issue deals with how the private school sector perceives and understands population education. The second focuses on to what extent is population education being implemented in the private schools. The third centres on the manner by which population education is being implemented in private schools and the fourth deals with the various problems being encountered in implementing population education.

The report presents the deliberations on the above issues by first giving the discussion highlights and then the recommendations. With regard to the first issue, three recommendations were proposed. To enable teachers in the private schools to have a better understanding of what population education is, massive information campaign on population education should be organized. Secondly, the Ministry of Education and Culture memorandum should be revised to include a broader concept of population education and finally, the definition of population education which contains the cognitive, affective and behavioural aspects of man should be adopted.

With regard to the second issue, it was found out that while population education is being implemented in the private schools, many of the concepts introduced have not been systematically identified and many

were inappropriate for certain levels. To solve this problem, the following recommendations were given: i) the Ministry of Education should design guidelines for private schools on how to introduce population concepts in the school curricula; ii) develop built-in mechanisms for evaluating the programme; iii) conduct a study on the extent of utilization and retention of trained teachers; iv) to further reinforce the implementation of the programme, incentive schemes should be developed and v) to ensure that the programme is fully enforced, linkages with existing school organizations should be established whereby school administrators can be "convinced" of the importance of the programme.

With regard to the third issue, it was agreed upon that to facilitate the integration of population education concepts in specific subjects, school administrators should determine the allocation of population education topics to be integrated in different subjects to avoid overlapping. Teachers should be trained to use various methodologies of introducing population concepts in different subjects. Schools should also be provided with more population education materials such as resource books and teaching guides and population education should be made more acceptable to private schools by playing down family planning. As far as the fourth issue is concerned, which deals with problems in implementing population education, the participants made the following proposals; i) ask students to prepare population education visual aids as school projects and organize writers' group in the local areas; ii) identify the different sources of population education materials through an inventory and provide this listing to school and administrators and each region should identify centres as the sources of these population education materials; iii) steps should be made to encourage publishers to mass produce population education materials; iv) with regard to lack of teachers, continuous population education training programmes should be provided for teachers and principals.

Descriptors: *Private Education; Curriculum Planning; Conference Report; Philippines*

Source: Population Education Research Utilization Project on Private Schools
Population Center Foundation
Population Center Foundation Bldg.
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04

Unesco. Comparative Study of Programme Development Strategies in Population Education (COSDEPE). *Managing national population education programmes: issues and actions.* Paris, Population Education Unit, Division of Educational Sciences, Contents and Methods, Unesco, 1985. 200 p. ED/85/WS/56

If population education, family life education and sex education activities are underway in so many countries, what have they learned which can be of use to each other and to future programmes in other countries? This book has succeeded in culling out these experiences and lessons learned which are presented to increase the chances that an innovative idea developed in one country will be considered elsewhere. The book arises from the premise that as population education programmes develop, a number of key decisions and

actions are taken by programme staff. Because of their newness and relative complexity, these programmes inevitably face a number of obstacles in their early years. Overcoming these obstacles or constraints is a major function of programme management. These decisions and actions are the focal points of discussion in this book. Their analysis is done in the contexts of seven elements of a population education programme. These include the following: (a) the start of population education programmes; (b) curriculum and materials development; (c) in-service training of teachers; (d) pre-service teacher training; (e) programme management; (f) monitoring population education programme progress and improving their quality; and (g) transition to an integral part of the school programme.

Within each of the seven elements, countries have made or will make decisions on a series of basic issues. For example, in starting a programme (element one), countries decide in which unit of the ministry to focus population education activity; they also decide on the grade(s) and subject(s) for which to develop curriculum. Part Two of the book contains a series of summary descriptions of key management issues with which population education programmes have dealt. Each of these issues is explained, then followed by a description of action which national programmes have taken with respect to the issue.

For the first element, the start of the population education programme, the book deals with the problem of indifference or opposition to population education by policy-makers and the actions taken to confront this. On curriculum and materials development, among the more important issues dealt with include lack of experience with interdisicplinary content in a discipline-based curriculum, insufficient skills and financial resources for developing teaching/learning materials and how to determine the relevance of draft curriculum material for a given level. Opposition or lack of motivation of teachers, limited experience in training teachers for the simultaneous introduction of both new content and new teaching methodologies and treatment of sensitive issues are a few of the many issues raised in in-service and pre-service training of teachers.

For programme management, the book deals with the issues of lack of experience of population education staff in selection and procurement of equipment from abroad and lack of skills in optional planning and management of external inputs. With regard to monitoring population education programme progress, the book dissects the issues of how to supplement or substitute for lengthy longitudinal studies, how to use other indicators of success other than those used for evaluating the impact of family planning programme and how to introduce changes and improvements as the programme gets underway. The last element which centres on the transition of the population education programme to an integral part of the school programme discusses the need to build in population education into existing textbooks, national examinations and pre-service teaching training, and how to deal with community and parental opposition.

The book recognizes that there are hundreds of potential issues that are related to the management of a population education programme. But not all had been covered in this book and those which were selected were based on two criteria: (a) an issue must be problematical rather than a normal aspect of programme management; and (b) the issue must have a resolution or

an action by at least one national population education programme.

Descriptors: *Curriculum Planning; Educational Personnel Training; Programme Monitoring; Case Studies*

Source: Population Education Unit
Division of Educational Sciences, Contents and Methods
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7, Place de Fontenoy
Paris 75700, France

05

Unesco. Co-ordinated Action Programme for the Advancement of Population Education (CAPAPE). *Study of the contribution of population education to educational renewal and innovation in El Salvador, the Republic of Korea, Philippines and Tunisia.* Paris, Population Education Section, Unesco, 1980. 207 p.

This document consists of four case studies describing the processes of integrating population education into the educational systems of El Salvador, the Republic of Korea, Philippines and Tunisia, setting out the objectives of population education, the modes of implementation and the significant contributions made by the new approach to the renewal of education as a whole.

For purposes of Asian and Pacific audiences, this abstract summarizes only the case studies of the Philippines and the Republic of Korea. The case study in the Philippines was aimed at analysing the impact of population education on educational renewal in the Philippines and identifying the contributions of population education to curricular revision, development of learning materials, teaching strategies and methodology, teacher training, research and evaluation and the educational structure.

The case study describes in detail the various contributions that population education has made to the educational system. First, the content of population education introduced the following new knowledge into the Philippine curriculum – demographic processes and changes of socio-economic interrelationships, human sexuality and reproduction. For teachers, the population education sub-units added to the interest, the scope and the comprehensiveness of their instructional task. Secondly, the introduction of population education also made use of participatory teaching/learning methodologies which provided the development of attitudes and skills that would prepare students for their future decision-making responsibilities.

Thirdly, the population education programme served as an impetus to increased interdisciplinarity. It is through the extent to which the programme drew upon and utilized the contributions of scholars from a range of academic disciplines that the process of the development of the content of population education had significant consequences for the wider educational system. Fourth, the decision to integrate population content into the curriculum through the insertion of sub-units in five different subjects contributed to the development of a coherent and integrated curriculum design. Fifth, the Population Education Programme's use of a variety of instructional materials also stimulated their more widespread utilization within the educational system.

Sixth, the in-service training which had been given to various types of educators has helped to up-grade the general level of system competence and successfully tried new approaches to in-service

training which could be used in other curricular reforms. Seventh, the programme has also facilitated the application of the results of research to improve policy and practice through a systematic research utilization programme. Finally, population education has had a considerable effect on community education through the programme's direct extension into non-formal and out-of-school education specifically through the trained teachers' publicity of population education in PTA meetings, community assemblies, meetings of youth leaders and non-formal education classes.

The Population Education Programme in the Republic of Korea has demonstrated the success of a new management strategy of implementing a nation-wide programme of curriculum change, through the collaborative efforts of a variety of existing national educational and research institutions, under the overall direction and supervision of a central co-ordinating agency whose personnel are all part-time workers. Second, the content of population education, which emphasizes the quality of life and the relationship between man and his bio-physical environment has contributed to innovations in terms of, (a) developing an inter- and multi-disciplinary knowledge base; (b) use of the clarification of attitudes and values that guide personal choices and shape individual decisions in the solution of problems; and (c) has encouraged a forward looking, future orientation among students.

Third, the use of learner-centres, participatory teaching/learning methods and a variety of teaching methods has given impetus to widespread development and use of new methods of instruction to other subject areas. Fourth, the programme has entailed the development of a diversity of materials which has contributed to a more systematic approach to instruction and has also stimulated the development of teaching materials in other subject areas. Fifth, it has also encouraged a critical analysis of conventional evaluation methods, arising from the need to develop instruments for assessing changes in attitudes and values. Sixth, the teacher training programmes have resulted in the following changes among the teachers: (a) increased awareness of a diversity of social problems within their immediate surroundings and augmented the sense of responsibility for personal action; (b) careful examination of traditional values which resulted in changes in teachers' outlook and life-styles; (c) teachers' motivation for new learning was enhanced on account of the importance of the issues under consideration, creating a climate supportive of innovative education programmes.

Seventh, population education has contributed to the broadening of the outlook of Korean students, making them more conscious of the problems affecting the family, the community and the nation and has also made students develop a heightened awareness of the social issues since it places population problems in the broad context of health, environmental, economic and social issues.

Finally, through the integration of population education at the college level into "school and community" courses, in which students are required to participate in community service and through the teachers, the community has also become aware of the various population issues. This has consequently developed among the parents a better understanding of the need for population education in schools.

Descriptors: *Case Studies; Curriculum Planning; Educational Personnel Training; Korea, Rep. of; Philippines*

Source: ED/SCM/POP
Unesco
7, Place de Fontenoy
75700 Paris, France

06

Unesco. Regional Office for Education in Asia and the Pacific. *Action programmes for the qualitative improvements of population education.* Report of a Regional Consultative Seminar, Bangkok, 11-18 October 1982. Bangkok, 1983. 106 p. (Population Education Programme Service.)

Since the first Asian Regional Workshop on Population and Family Education organized in 1970, various innovative strategies, approaches, methodologies and materials have continuously been developed and used to meet changing needs and requirements in different countries. To provide opportunities to share these experiences in these innovative strategies and approaches in population education among countries and to co-operatively develop action programmes for the qualitative improvement of population education programmes at the national and regional levels, a Regional Consultative Seminar on Population Education was organized by Unesco from 11 to 18 October 1982 in Bangkok. This is the final report of the meeting.

The seminar deliberated on the developments, trends and problems in population education in: (i) awareness and commitment; (ii) planning and management; (iii) curriculum and materials development: reconceptualization; (iv) training: content as well as process; (v) programmes for special groups; (vi) evaluative research; (vii) institutionalization; and (viii) documentation and information exchange. A review of the national population education programmes by the participants highlighted some needs and gaps in the implementation of different programme components. The needs and gaps identified suggested that a variety of actions at the national and regional levels should be taken in order that the population education programmes in the region can expand quantitatively and improve qualitatively. For every identified need, the participants proposed action programmes to be undertaken at both the national and regional levels.

At the national level, the seminar recommended that countries, (i) organize national seminars for policy-makers, planners and other professionals to assess needs in population education; to stimulate awareness about population education among high-level officials and to develop and sustain commitment to population education; (ii) conduct a study to determine the ways in which population education contributes to the realization of education objectives, population policy and national development goals; (iii) reconceptualize population education to make it more feasible, functional and conducive to the enhancement of quality of life; (iv) develop minimum and core learning requirements for both the formal and non-formal population education; (v) conduct studies on the cost effectiveness of various training modalities; (vi) organize follow-up workshops on programmes for special groups and evaluative research; (vii) organize national workshop to identify constraints to institutionalization and ways and means to overcome them; and (viii) build a population education collection, train personnel in the transformation, repackaging of information and facilitate the flow of population education information.

At the regional level, the following recommendations were proposed: (i) orga-

nize regional consultative seminars regularly; (ii) continue regional advisory services to Member States to create awareness and assist countries in planning and implementing various aspects of their programmes; (iii) organize regional seminars for heads of country programmes and key officials in order to create and sustain interest and commitment to population education; (iv) convene a regional workshop for the development of minimum and adequate curricular requirements for in-school and core learning requirements for out-of-school population education; (v) assist countries in organizing attachment programmes; (vi) undertake a joint project on innovative teaching methodologies; (vii) organize a regional workshop to train key personnel in developing problem-oriented materials; on evaluative research; and (viii) convene a regional workshop in developing a systematic mechanism for resource sharing and information exchange, develop a handbook on repackaging of information on population education, prepare a directory and organize attachment and internship programmes on documentation and information services.

Descriptors: *Regional Planning; National Conference Report; Curriculum Planning, Educational Personnel Training; Institutionalization; Asia; Pacific Region*

Source: Population Education Clearing House
Unesco Regional Office for Education in Asia and the Pacific
P.O. Box 1425, General Post Office
Bangkok 10500, Thailand

07

Unesco. Regional Office for Education in Asia and the Pacific. *Development of out-of-school population education programmes: a synthesis.* Bangkok, 1980. 55 p. (Population Education Programme Service).

To gain insights for planning future out-of-school population education programmes, the Unesco Regional Office for Education in Asia and the Pacific conducted a comparative study of population education programmes for out-of-school youth in the region. It engaged individuals from eight countries: Bangladesh, India, Indonesia, Pakistan, Philippines, Republic of Korea, Sri Lanka and Thailand to prepare case studies of their experiences in the programme. This publication summarizes the important features and problems of the out-of-school youth population education programmes contained in the case studies.

The case studies indicated that the out-of-school youth population education programmes in most countries had evolved rather than been a product of planning and development. Three considerations engendered its birth: the commitment of each country to solve its population problems, an appreciation of the importance of population as one solution to the problem and the presence of a substantial number of out-of-school youth in each country. The different country programmes had some common characteristics. All enjoyed the active involvement of government and non-government organizations. Population education was integrated with health, development and literacy programmes. Groups like the youth association, women's organization and trade unions had been tapped to promote this activity. Some common needs had also been highlighted. They were the need to reach a bigger

number of the out-of-school population, to generate more funds for its implementation, to train more personnel and to develop or to have an access to relevant instructional materials.

One chapter described how some countries coped with these problems including a discussion of the advantages and disadvantages of integrating population education with other development programmes. It made clear that integrated material should be used as the springboard for an in-depth discussion of population issues.

The types of personnel required by the programme were curriculum and instructional materials developers and grassroots-level workers. Decisions on the required number of personnel of the first kind depended on whether an organization would produce its own materials or rely on an instructional resource centre. Their training would be determined by how population education was to be approached – separately or integrated. This factor would also influence the training of the personnel who do the work in the field.

From the case studies, it was also discovered that research had been limited to baseline surveys which identified the demographic and socio-economic characteristics of the target group. Some recommended areas of research given were the identification of the target audience; identification of the psychological, behavioural and cultural characteristics of the out-of-school population; and identification of major factors that influence change. Formative evaluation was a part of the national development programmes. The impact of the total programme was evaluated through KAP studies. Only one country, the Republic of Korea, reported the conduct of a summative evaluation of the content or methodology of population education programmes.

The major finding from the case studies was the inability of the programmes to reach the major segment of the target group. Some attributed this to an organizational weakness in co-ordination. Recommendations to create a national co-ordinating body posed the problems of an unwieldy set up and the difficulty of tailoring programmes to local environments. Hence, it was suggested that the programme make use of all field-workers; and that co-ordination be limited to training and production of materials.

The appendices included guidelines for the development of an integrated curriculum and samples of integrated curricula and a list of organizations, by countries, engaged in the programme.

Descriptors: *Out-of-School Programmes; Case Studies; Curriculum Planning; Asia*

Source: Population Education Clearing House
Unesco Regional Office for Education in Asia and the Pacific
P.O. Box 1425, General Post Office
Bangkok 10500, Thailand

08

Unesco. Regional Office for Education in Asia and the Pacific. *Future directions of population education.* Report of a Regional Consultative Seminar, Manila, 14-21 August 1978. Bangkok, 1978. 176 p. (Population Education Programme Service).

Attended by representatives from countries implementing population education programmes, this seminar provided

opportunities for exchange of inter-country experiences in managing and implementing their population education programmes. Participants also co-operatively developed new directions for qualitative improvement of existing programmes and suggest new innovative programmes for the national and regional levels.

In the light of the review of experiences in population education, the countries presented their basic needs and requirements. Among the cluster of needs that emerged in the discussions were: (i) awareness and orientation for key personnel as well as different categories of personnel on the existence of population problem and of the potential of population education as a means for coping with such problem; (ii) curriculum and materials development; (iii) training of personnel; (iv) planning and co-ordination and coherence of in-school and out-of-school population education programmes; (v) research and evaluation; and (vi) population education information network.

On the bases of the experiences in population education programmes and the assessment of needs in population in the different Member States, trends and possible directions in population education were identified, which could serve as suggestive guides for developing programmes of action at the country level. Among the trends singled out were: (i) Member States' formulation of population policy (and even population education policy in two countries); (ii) initiation of out-of-school population education programmes; (iii) newer modalities for orientation of key education officials, and training of various categories of personnel; (iv) recognition of population education as a means for curricular innovation, development of various instructional materials including audio-visual materials both for the in-school and out-of-school programmes; (v) attention to research in the content and methodologies of population education and evaluation of programmes handled by various agencies; (vii) a changing concept of institutionalization, from integration to separate disciplines; (viii) recognition of population education as an integral part of development programmes; and (ix) the changing nature of consultancy, whereby Member States are relying more on the Unesco Regional Mobile Team on Population Education rather than having a resident international adviser.

The participants also deliberated on the role of the regional office with regard to their national population education programmes by identifying various forms of contribution or assistance that the regional programme can make. Finally the seminar developed a plan of action whereby for each of the areas mentioned above, specific recommendations for both regional and national actions were made.

Descriptors: *Regional Planning; Conference Report; Programme Evaluation; Curriculum Planning; Educational Personnel Training; Research; Asia*

Source: Population Education Clearing House
Unesco Regional Office for Education in Asia and the Pacific
P.O. Box 1425, General Post Office
Bangkok 10500, Thailand

09

Unesco. Regional Office for Education in Asia and the Pacific. *Management of population education programmes.* Discussion paper prepared by Leonardo de la Cruz, for a national Training Pro-

gramme in the Socialist Republic of Viet Nam, 3 to 20 March 1986. Bangkok, 1986. 9 p.

The purpose of this paper is to provide a discussion of the basic principles of management and their implications to a more efficient and effective implementation of country programmes in population education. The paper starts by defining what management is – "it is an art of getting others (whether they be superiors, peers, subordinates within organization or outsiders) to co-operate and contribute to the attainment of one's objectives." The management process consists of; (i) planning; (ii) organization; (iii) direction; and (iv) control. Planning involves identifying what is to be done in population education, when and how; identifying both the immediate and long-range objectives in terms of outcomes, effects on changes in knowledge, attitude and behaviour and its impact; choosing from many alternative activities to implement the programme based on economy, effectiveness and feasibility; and the formulation of a plan of action.

Organization is defined as "arranging a complex of tasks into manageable units and defining the formal relationships among the people who are assigned the various tasks". The units to be organized to facilitate the attainment of objectives include facilities, equipment and staff; grouping component jobs or identifying who will do what tasks; structure of authority; methods and procedures and selection and training of staff. The paper states that the soundness of the organization of population education programme hinges on (i) efficiency, (ii) effectiveness and (iii) continuity. Efficiency is achieved if there is co-operation and motivation among members; effectiveness is attained if it accomplishes its objectives and continuity is guaranteed by adequate financial resources and satisfying the target group served.

Direction consists of setting a detailed time and cost framework; initiating and providing leadership in carrying out plans by making decisions; issuing specific instructions; and guiding, motivating and supervising. Oftentimes even when one has formulated a schedule and cost-framework, many problems still come up such as inability to implement activities according to work plan because of unforeseen circumstances or the presence of increases in certain budget items. In issuing specific instructions for example, one has to consider first that population education bristles with value-laden issues and the inclusion of contents that will run against existing socio-cultural values will lead to the rejection of the programme.

Control is defined as "a process which ensures that all activities undertaken by an organization are guided towards the accomplishment of the planned objective or target". Control consists of (i) evaluation of performance compared to plan; (ii) reporting deviations in time for corrective action and showing the way to corrective action by establishing standards and goals; (iii) appraising performance and corrective deviations and (iv) assessing effects and impact. Among the main weaknesses of population education programmes are that a pre-determined target or yardstick are not clearly envisioned and a means of measuring the effectiveness is not spelled out. With regard to this, the paper states that the most serious shortcomings of existing control mechanisms is the failure to adequately assess effects and impact of population education programmes. While so much has been done in assessing project outputs, i.e., number of materials developed, teachers trained, etc., not much has been done to show what are the effects of population education programmes on fertility behaviour and improvement in the quality life of the learners and target audiences.

Descriptors: *Theoretical Discussion*

Source: Population Education Clearing House
Unesco Regional Office for Education in Asia and the Pacific
P.O. Box 1425, General Post Office
Bangkok 10500, Thailand

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Unesco. Regional Office for Education in Asia and the Pacific. ***Population education: innovative structures and approaches. Report of a Regional Workshop, New Delhi, 23-29 October 1979.*** Bangkok, 1980. 111 p. (Population Education Programme Service).

This workshop was held to enable the countries with population education programmes to share their experiences and to formulate proposals for more effective implementation of various aspects of population education. Participants identified various innovative strategies tried out in implementing various aspects of both the in-school and out-of-school population education programmes, namely, programme planning and development, awareness and orientation, curriculum and materials development, training, research and evaluation, administrative organization, and co-ordination. For each of the innovations identified, the participants examined the existing administrative or organizational structures established and the approaches used to carry out the innovations. At the same time, the advantages and disadvantages, strengths and weaknesses of each approach and structure were also determined. After the analysis, guidelines and alternative models were proposed for each programme component.

With regard to programme development and implementation of population education programmes, a number of variables were identified which play a crucial role in the planning of the population education programme. These include, (i) the essential linkage of population education with population programmes if it is to be viewed as part of national development endeavour; (ii) the issuance of a decree on population education policies from the highest authority; (iii) population education as an integral part of the educational system; (iv) the necessity for population to include both formal and non-formal approaches; (v) systematic phasing of all stages of the programme; (vi) establishment of an infrastructure at the national and local level; (vii) co-ordination and supervision; and (viii) research and evaluation.

Descriptors: *Conference Report; Programme Planning; Curriculum Planning; Educational Personnel Training; Programme Co-ordination; Asia*

Source: Population Education Clearing House
Unesco Regional Office for Education in Asia and the Pacific
P.O. Box 1425, General Post Office
Bangkok 10500, Thailand

11

Unesco. Regional Office for Education in Asia and the Pacific. ***Population education for Malaysian Schools (MAL/73/P03); final report.*** Prepared by the Population Education Unit, Curriculum Development Centre, Ministry of Education, Malaysia in collaboration with Regional Team on Population Education, Unesco ROEAP. Bangkok, 1985. 52 p. (Population Education Programme Service)

Management of population education programmes

The Population Education Project in Malaysia has its beginnings in 1971 when the Ministry of Education decided to study the feasibility of incorporating population education into the school curriculum. Population education, as an educational programme, provides for a study of the population phenomena of Malaysia and the world so that pupils will have a better understanding of the relationships between population characteristics and the quality of life variables, of the determinants and the consequences of population change, and how these relationships affect individual and national well-being in terms of quality of life envisaged for the citizens of the country. The immediate objectives of the project were to: (i) develop curricular programmes and instructional materials in population education for the schools and teacher education curriculum; (ii) mass-produce such programmes and curriculum materials; (iii) prepare teachers for the teaching of population education; and (iv) evaluate the effectiveness of the programme.

To achieve these objectives, population education concepts have been infused into both the primary and secondary curriculum. At the primary school level, population contents were integrated in "Man and the Environment", geography, science and civics in grades IV, V and VI. Population topics have also been infused into the teachers' guide for history and health science. At the secondary level, population topics have been integrated into home science, civics, health science, integrated science and mathematics, general science and biology at the upper secondary level.

At the pre-service teacher-training level population concepts were first introduced in the Health Education Programme. When the teacher-training programme was revised in 1981, population concepts were incorporated into two subjects – health education and home science. For the in-service training of teachers, the development and pre-testing of the Self-Learning Modules (SLEM) were conducted. SLEM was a new approach to teacher orientation and the pilot study conducted in Perak and Sarawak have shown that this mode served the teachers effectively in terms of saving time and cost as well as enhancing professional growth. However the implementation was abandoned because the project was terminated.

In addition to the above major achievements, the project also developed several materials such as, (i) a course outline and syllabus entitled "Rationale, Scope and Content" which indicates the overall curriculum content suitable for the various levels; (ii) a series of teachers' guides to equip teachers with the necessary resources to teach population concepts in civics, integrated science, mathematics and home science; (iii) a set of ten posters entitled, "Man and his effects on the environment"; (iv) a series of articles on various aspects of population and its effects written by selected university lecturers and experts; (v) a monthly newsletter in the early stage of the project; (vi) a set of self-learning modules for orientation of teachers; (vii) the production of a comprehensive reference book in Population Education for lecturers in teacher training colleges. The project also maintained a library with about 2,000 titles on population education. The project was found to have been successful in the areas of a) injecting new method and dynamic curriculum development; b) transfer of expertise to other agencies; c) impact on teachers; d) staff development.

The Population Education Project, stretched over a period of ten years, has had its achievements and failures. With the announcement of the new Population Policy

of ultimately achieving 10 million people, many of the project's objectives have been open to question. In the last tripartite meeting on 11 June 1984, it was recommended that the present project be terminated.

Descriptors: *Programme Evaluation; Curriculum Planning; Educational Personnel Training; Malaysia*

Source: Population Education Clearing House
Unesco Regional Office for Education in Asia and the Pacific
P.O. Box 1425, General Post Office
Bangkok 10500, Thailand

12

Unesco. Regional Office for Education in Asia and the Pacific. *Strategies for the coherence and co-ordination of formal and non-formal population education. Report of a Regional Seminar, Bangalore, India, 16-23 May 1983.* Bangkok, 1983. 72 p. (Population Education Programme Service).

During the sharing of experiences in this Seminar, the participants highlighted a variety of intervention strategies at the national level which were being implemented or proposed for more efficient and effective linkages among and between formal and non-formal population education programmes. Every problem area was critically analysed. The strategies currently used to overcome them were carefully examined. Whenever the participants felt existing strategies appeared inadequate, new strategies were suggested.

The participants of the Seminar adopted an operational definition of coherence and co-ordination. Coherence refers to consistency and continuity of population concepts/content grade-wise, subject-wise or by educational levels. It also refers to the consistency of population education messages used by different agencies involved in non-formal population education. On the other hand, co-ordination refers to organizational and institutional linkages such as intra- and inter-sectoral co-ordination.

The participants identified the major problem areas and the intervention strategies regarding the coherence of formal and non-formal population education programmes under the following areas: In formal population education they were, (i) interest and commitment of decision-makers; (ii) degree of coherence and continuity of population education concepts at different levels of school education; (iii) co-ordination between the population education programme of the schools and pre-service teacher training institutions; (iv) gap between in-service training and teaching; (v) co-ordination at different levels within the project; (vi) variation/dichotomy between different types of schools; and (vii) promotion of research and utilization of research findings. In non-formal population education they were, (i) inter-sectoral policies and objectives for the promotion of population education; (ii) promotion of interest in and commitment to population education programmes among decision-makers and key personnel; (iii) roles and functions of participating and co-ordinating bodies; (iv) programme co-ordination vis-a-vis programme implementation; (v) overlapping of services and wastage of resources; (vi) mechanisms to ensure wider participation for developing need based inter-sectoral programmes on population education; (vii) co-ordination mechanisms for resource and information sharing; and (viii) inconsistency of population education messages. In both formal and non-formal population education they were, (i) unclear policy

statements; (ii) interest in and commitment to population policy/programmes; (iii) co-ordination at different levels – national to local; (iv) competition for financial resources; (v) complementarity in content and approaches; and (vi) exchange of information and materials.

In addition to the strategies proposed for solving the above-mentioned problem areas, the participants also formulated a set of general recommendations for all Member States and the Unesco Regional Population Education Programme.

Descriptors: *Programme Co-ordination; Regional Planning; Strategic Planning; Conference Report; Asia*

Source: Population Education Clearing House
Unesco Regional Office for Education in Asia and the Pacific
P O. Box 1425, General Post Office
Bangkok 10500, Thailand

SECTION 2 – PLANNING

13

Gupta, J.P. *Strategies and methodologies for the integration of population education in Polyvalent Adult education Programme in India; an approach paper.* Presented at the Planning and Development Meeting for Integrating Population Education in the Polyvalent Education Programme Through Shramik Vidyapeeths in India, organized by Directorate of Adult Education, Ministry of Human Resource Development. [1985] 19 p.

Based on the new policy of education, worker's education through the employers and concerned agencies of government as well as need and interest-based vocational training programmes, will be the important channels of adult education programme in the country. Among the various adult education programmes, Polyvalent Adult Education Centres known as Shramik Vidyapeeths are important centres of Adult Education in the country. Presently there are 38 Shramik Vidyapeeths in position in various industrial cities and towns and these centres could be used as effective channels of communication for imparting population education to the literate, illiterates, men and women, workers living in slum areas and others working in organized and unorganized industries, business concerns, mines, plantations, manufacturing and servicing units.

Polyvalent centres provide opportunities for working people to upgrade and update their knowledge and skills in respect of their various needs – technical, academic, literacy, civic related to multifaceted role of the worker. There are no predesigned or predetermined programmes but the programmes are directly related to the functional needs of the workers and take into account his learning requirements. Some component of population education and family life education already exists but there is a need to strengthen it to increase the effectiveness of population education as an integrated part of polyvalent education in terms of training of functionaries, curriculum and materials for various programmes.

The paper recommends a "plug-in" approach where out-of-school population education can be integrated into development programmes or adopted by other institutional structures which are prepared to incorporate contents dealing with human reproduction and family life or migration. Population education should work through already organized groups and through opinion leaders.

The development of the worker's population education programme will undergo three phases. First, labour administrations, employers and trade union leaders have to be convinced of the necessity for such a programme. Secondly the trainees must be selected and trained. The third phase is the selection and training of voluntary motivators from amongst the labour force.

The training programme should include, (i) the relationships between the number and spacing of children in the family and the quality of family life in respect of the family economy, health of parents and children, education and management of the money; (ii) the creation of an awareness that is possible to determine the number and spacing of children in the family; and (iii) motivation towards a family norm by change of traditional attitudes and the creation of a social climate in favour of responsible parenthood.

With the financial assistance of UNFPA, the Directorate of Adult Education

has launched a project entitled, "Population Education in Adult Literacy Programmes" and under this project, integration of population education into polyvalent adult education structure is being taken up. The Directorate has already prepared a curriculum on population and broad content areas, has identified content areas for the training of functionaries as well as research areas.

Descriptors: *Strategic Planning; Out-of-School Programmes; Workers' Education; Integration Approach; Educational Personnel Training; India*

Source: Directorate of Adult Education
Ministry of Human Resource Development
Block No. 10, Jamnagar House, Hutments
Shahjahan Road
New Delhi-110011, India

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India. Ministry of Education. Directorate of Adult Education. *Planning and Development Meeting for Integration of Population Education in Adult Education Programme, New Delhi, 23-20 April 1985; report-I.* New Delhi, 1985. 109 p.

This meeting was held to ensure that the integration of population education-related issues is made in a systematic and scientific manner in the basic literacy package, in post literacy and follow up materials and also in the training curriculum and materials for the adult education field functionaries. Specifically, the meeting provided opportunities for explaining the UNFPA-sponsored population education project to State Resource Centres; for reviewing the existing population education content in basic literacy materials; in explaining the strategy and methodology for the integration of population education contents in these materials; for finalizing the work plan of integration in respect of each State Resource Centre and in orienting the material specialists in the printing process for final printing of the materials.

Attended by material specialists from the State Resource Centres, the meeting consisted of lectures, panel discussions, participatory discussions and individual planning work for the integration of population education in their basic literacy packages at the state level. Inputs were provided in the form of panel discussions by experts which highlighted ideas on the present status and the need for the integration of population education in adult education, the main features of population education curriculum – its adoption/adaptation by states, a review of the existing contents of population education in basic literacy materials and strategy and methodology for integration.

After the discussions, the participants undertook the exercise of developing the broad content areas on the integration of population education related issues in their basic literacy packages such as primer, workbook, teachers' guide and flash cards. A final work plan was also formulated by each State Resource Centre. The work plan consists of strategies for integrating population education content in the basic literacy package. It describes what items should be placed in the package, e.g., primer, reader, workbooks, charts and guidebooks; existing population education content, proposed content and work schedule.

Descriptors: *Out-of-School Programmes: Literacy Programmes; Conference Report; Curriculum Planning; India*

Source: Directorate of Adult Education
Ministry of Human Resource Development
Block No. 10, Jamnagar House, Hutments
Shahjahan Road
New Delhi-110011, India

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India. Ministry of Education. Directorate of Adult Education. *Planning and Development Meeting for Integration of Population Education in Adult Education Programme, Literacy House, Lucknow, 5-10 August 1985; report-II.* New Delhi, 1985. 111 p.; annexures.

This meeting was attended by personnel working for post-literacy and follow-up materials as well as those engaged in training of the functionaries. Participants were meant to review the existing population content in the post-literacy, follow-up materials and training materials for instructors, supervisors and project officers. It also provided the opportunity to explain the strategy and methodologies for integration.

The programme consisted of participatory discussion, panel discussions and lectures by experts and individuals. The sessions included, (i) a review of existing contents of population education in post-literacy and follow-up materials; (ii) strategy and methodology for integration of population education contents in post-literacy and follow-up materials; (iii) review of existing contents of population education in training materials; (iv) strategy and methodologies for integration of population education in training materials; and (v) integration plans of State Resource Centres for training materials.

Before the participants were divided into working groups, the content areas already identified in the form of a curriculum of population education was thoroughly discussed from post-literacy and training point of view. In addition to these contents, the content areas circulated by the Ministry of Education from environmental education point of view were also discussed so that they could be considered for inclusion in the work plan. Based on these content areas, the participants developed their respective work plans. The work plan consists of items to compose a package, existing contents on population education, proposed contents on population education and work schedule.

Descriptors: *Out-of-School Programmes; Literacy Programmes; Post-Literacy Programmes; Curriculum Planning; Conference Report; India*

Source: Directorate of Adult Education
Ministry of Human Resource Development
Block No. 10, Jamnagar House, Hutments
Shahjahan Road
New Delhi-110011, India

16

India. *National Seminar Workshop on the Problems of Planning and Management of Population Education in Higher Education, New Delhi, 14-17 March 1983; proceedings.* New Delhi, National Institute of Educational Planning and Administration, 1983. [76 p.]

The seminar-workshop was organized to, (i) evolve a conceptual frame of reference for incorporating population education in higher education; (ii) examine organizational and structural issues; (iii) define and discuss planning and manage-

ment strategies related to population education programmes in higher education; (iv) prepare guidelines for a comprehensive design for co-ordinating and integrating population education in higher education focusing on intra and inter-system linkages; and (v) evolve a plan of action for Institutions such as NIEPA, UGC and FPAI.

The four-day seminar included lecture discussions on conceptual themes, panel discussions on various aspects of linkages within a theoretical framework and group work exercises. The sessions resulted in proposals and schemes for organizing and co-ordinating population education programmes in Higher Education at different levels and directions.

The main themes discussed include the following: i) conceptual frame of reference for introducing population education in Higher Education; ii) planning, organization and structure of population education at the Higher Education level in the context of horizontal and vertical system of linkages including disciplinary inputs and multi-level planning; iii) management, monitoring and evaluation of the programme with a focus on teacher education; iv) present status of the population education programmes in various institutions of Higher Education and role of various governmental and voluntary agencies in the programme; v) role of university departments and education vis-a-vis other programmes and vi) identification and designing of guidelines for future plan of action in this area.

The various groups of participants recommended alternative schemes for introducing population education into Higher Education. Proposals included that a Centre for Population Studies be established as either an integral part of the Department of Education or an independent, full-fledged department; the designing of courses and development of curricula both at the school and undergraduate levels, development of institutional materials, promotion of research, organization of extension programmes, and evaluation of programmes; and that a Population Education Cell be established in the Department of Education to co-ordinate all population education-related activities within the university.

Descriptors: *Strategic Planning; Higher Education; Teacher Education; India*

Source: National Institute of Educational Planning and Administration
17-B, Sri Aurobindo Marg
New Delhi-110016, India

17

Jayasuriya, J.E. *A possible approach to designing a comprehensive programme of population education in the context of an Asian country.* Bangkok, Unesco Regional Office for Education in Asia, 1972. 8 p.

This paper proposes that to supplement the family planning programme in the countries, the Governments should also embark on a comprehensive programme of population education that will consist of population education in schools, population education in educational institutions other than schools and in training programmes for various categories of personnel and population education for out-of-school youth and adults. The author justifies the introduction of population education at appropriate grade levels in the school curriculum on the basis of the fact that young people under the age of 15 constitute over 40 per cent of the population of the country and that they will constitute the parents of tomorrow and that responsible

behaviour with regard to parenthood and population issues may require a cognitive and attitudinal base developed through the years of adolescence. The paper states that the operation of the population education programme requires the deployment of a very large body of persons to function in instructional roles both in the in-school and out-of-school. Out-of-school youth and adults are considered as the most crucial audiences for the population education programme from the point of view of an immediate influence on reproductive behaviour.

Then the paper goes on to identify possible objectives and activities that can be undertaken to implement each of the programmes mentioned. For population education in schools, some of the objectives include curriculum development, preparation of teaching guides and instructional materials for teachers, training of teachers in population education among others. The activities that are suggested for carrying out the objectives also involve curriculum development, teacher training and research and evaluation. With regard to population education in other institutions, the paper identifies universities, teacher training colleges and schools of social work; as well as courses for agriculture and rural development and training programmes for co-operative workers, home economists and labour welfare officers. The main objectives recommended for this programme are to develop and offer a course in population education that would give student teachers the capability for handling curriculum materials; to evolve model courses in population education and to develop courses of population education for specified institutions dealing with categories other than teachers.

The emphasis for out-of-school activities should be on older adolescents on the threshold of reproductive behaviour rather than on relatively younger out-of-school age groups. The objective should be to present to them some essential facts about the impact of population growth and family size on the welfare of the individual, the family and the nation in group discussions, supplemented by printed or other visual materials. It is also recommended to carry out field surveys and pilot studies to determine the most effective means of reaching unaffiliated youths and adults. Curriculum and materials development and training of field-workers should also comprise the activities of this programme.

Descriptors: *Programme, Planning*

Source: Population Education Clearing House
Unesco Regional Office for Education in Asia and the Pacific
P.O. Box 1425, General Post Office
Bangkok 10500, Thailand

18

Jayasuriya J.E. *Some considerations relevant to the formulation of national programme to population education.* Bangkok, Unesco Regional Office for Education in Asia, 1972. 12 p.

This paper discusses the framework within which population education could play a role in setting in motion processes to contain population growth within reasonable limits. However, it sets this tone by differentiating first between population education and family planning education. Family planning education is an education in the techniques of conception control and birth control that makes it possible for an individual family to have no more children than it desires. Population education provides the learner with an understanding

of the relationships between population growth and dynamics and various aspects of quality of life.

A population education programme consists of, (i) the collection and analysis of population data; (ii) population growth and human development; (iii) the problems of urbanization; (iv) family life education; and (v) planning to cope with the problems of urbanization and population growth.

As a pre-requisite to the formulation of a national programme of population education, it is necessary to identify the target groups which should be exposed to population education and the precise objectives in respect of each group; the resource persons to be used for reaching each target group; the instructional strategies to be used; the mechanisms for the production of instructional materials; and research needs and problems, including evaluation.

The paper identifies the target group as the married and about to be married; other out-of-school youth and adults; and tertiary secondary and primary level students. As far as the resource persons are concerned, they can be drawn from several fields of work; some would be in the universities, some in research institutions, in government administration, in agriculture of industry, etc. It is suggested that each target group can be reached through various instructional strategies. For example, the married and about to be married together with out-of-school youth and adults can be reached through a face-to-face approach; for students at the tertiary level, with a combination of compulsary or optional courses while for students at the secondary and primary level, the strategy that can be used is the introduction of population education into various subject areas.

The instructional strategies to be used with different target groups and the different training programmes for personnel are described and the importance of research evaluation is stressed.

Descriptors: *Programme Planning; National Planning*

Source: Population Education Clearing House
Unesco Regional Office for Education in Asia and the Pacific
P.O. Box 1425, General Post Office
Bangkok 10500, Thailand

19

Mehta, T.S. *Population education in bank projects (guidelines).* Washington, D.C., Population Health and Nutrition Department, World Bank, 1981, 40 p.

This paper provides guidelines not only to World Bank staff and consultants engaged in the preparation, appraisal and evaluation of population education projects but also to officials in developing countries responsible for the planning and execution of such projects. Before a population education programme can be prepared for a country, it is necessary to have adequate background information on its educational system as a whole. The ultimate objective of programme planning in population education should be to institutionalize it in the system and at all levels of instruction.

Population education can be introduced in any of the following entry points: i) curriculum development; ii) preparation and production of textbooks and other instructional materials; iii) teacher training, pre-service and in-service; iv) special institutes such as curriculum development centres, pedagogical institutes, textbook bureaus; v) non-formal extension activities

of the Ministry of Education; vi) non-formal extension activities of other government agencies; vii) rural and urban development schemes and viii) institutions of higher learning and other technical and professional institutions.

In the school programme, population education can be integrated by designing new instructional units to fit logically into existing courses in selected subjects at several grades and by infusing population concepts and data into the normal process of instruction throughout the curriculum at appropriate levels, without introducing new units. In teacher training, the significant entry points are pre-service training and in-service training.

The non-formal education offers a wider variety of opportunities for introducing population education. However, by the fact that it is often provided by a number of agencies poses a problem of co-ordination. Other useful points of entry are special institutions such as curriculum development centres, textbook production bureaus and evaluation and research institutes, institutions of higher education.

In introducing population education concepts into the curricula of the school, the following approaches can be used: i) separate course; ii) units in existing course; iii) infusion into existing content; iv) infusion through projects and v) special ancillary arrangements. Generally speaking, when preparing a syllabus of population education for incorporation in the existing curriculum, it is necessary to make a critical analysis of the existing curriculum to determine whether population education elements are already present or not. Then educational objectives should be formulated after which a selection of course contents follows. The instruction should be arranged in grades or stages and finally pretesting of the curriculum should be undertaken in schools or centres. In the preparation of materials the following should be taken into consideration: materials for learners (such as textbooks, workbooks and supplementary readers), materials for teachers (such as handbooks, curriculum guides and sourcebooks) and materials to be used by both.

The following categories of persons need training: (i) the professional staff responsible for designing curricula and instructional materials, for the training of teachers and for research and evaluation; (ii) programme leaders, educational policy-makers and administrators; and (iii) teachers/instructors for the population education programme. Teacher training should be undertaken through both pre-service and in-service.

Intervention in the non-formal education could be introduced in the programmes run by the Ministry of Education and the activities conducted by other ministries and government agencies. A very flexible approach with regard to content and methodology should be adopted in the non-formal sector where, since the audience consists mainly of adults, population education may include family life education, health and hygiene, child care and family planning. Finally, the paper discusses what kinds of administrative and organizational structure can be established to run the programme, the type of technical assistance that is required when a programme is only starting and the need for conducting programme evaluation and monitoring.

The paper annexes a checklist of questions or guidelines that should be taken into account in curriculum development, preparation of instructional materials, teacher education, and non-formal education.

Descriptors: *Programme Design; Programme Evaluation; Programme Planning; Curriculum Planning; Integration Approach; Educational Personnel Training; Curriculum Planning; Out-of-School Programmes; Manuals*

Source: Population, Health and Nutrition Department
World Bank
1818 H Street
Washington, D.C. 20433
U.S.A.

20

Socialist Republic of Viet Nam. Ministry of Education. *Some points on population education in kindergarten education (for 4-5 year old children).* [Hanoi, 1984. 14 p.] Typescript.

The fact that the seeds of the character, personality and morality of a person are basically formed at the age of 4-5 years old, forms the basic rationale for introducing population education into the kindergarten in the Socialist Republic of Viet Nam. Kindergarten education in Viet Nam involves 1.5 million children and thousands of teachers, cadres and students working from the centre down to the grass-roots level.

Generally, the objective of population education in kindergartens is to help children form good and rational attitudes and behaviour and to lay the foundation for rational understanding and cultural values so that in the future they will be able to make better decisions regarding the population situation in the country. Specifically, the programme helps children understand some simple population-related issues in their society and develops, (i) the feeling of love for their parents and others; (ii) a sense of responsibility towards their family; (iii) the ability to plan their own activities; (iv) good habits, behaviour and manners; and (v) an appreciation of their environment.

The population education contents introduced in the Kindergarten comprised of five basic areas. The first focuses on the development of feeling and love for the parents. This topic takes up lessons on composition of family, roles and responsibilities of every member of the family, and sex differentiation and equality between sex. The second topic, needs of a family and family members covers lessons on the size of the family, the difference between small and big family, the various needs of the members of the family, minimum needs of each family and family members and their relationship with the size of the family. The third topic, "effects of population growth on family and society" aims at developing understanding among learners on how the size of the family changes when his mother give birth, how the increase in the size also results in the increase in the needs of the family and effects of population growth in the community. The fourth topic centres on environmental conservation which is aimed at developing among children the love and care for animals and trees and the habit of making their environment clean and beautiful. Finally, the last content area develops among children the appropriate and economical use of toys, furniture, clothes, food and other household effects. This will be achieved by introducing to the children the various professions of their parents so that they can appreciate the fact that their personal and household belongings are the results of the hard work of their mothers and fathers.

To facilitate the effective transmittal and acceptance of these messages, games,

role-playing, field trips and other methods that employ full participation of the children are being utilized. The children role play as mothers, fathers and various family roles and problems encountered by them. To understand the feeling of love toward the family and others, songs, poems and stories are being taught. To be able to understand the usefulness of nature and environment, the children are taken for sightseeing and provided with all opportunities to enable them to take part in the activities.

Descriptors: *Kindergarten; Curriculum Planning; Viet Nam, Socialist Rep. of*

Source: Population Education Programme for Kindergartens
Research Centre for Kindergarten Education Reform
Ministry of Education
Hanoi
Socialist Republic of Viet Nam

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Unesco. International Study of the Conceptualization and Methodology of Population Education (ISCOMPE). *Population education: a contemparary concern.* Paris, 1978. 120 p. (Chapter 5: Planning population education programmes, p. 55-65)

This abstract deals with only one of the nine chapters in this book. Chapter five discusses various issues with regard to the planning of a population education programme. The paper defines programme planning as the process of identifying, assessing and choosing between alternative pathways and strategies leading to implementation. In planning a population education programme, it is necessary to consider the total learning system in which learners are involved at any given time, as well as the settings through which they are likely to pass in the future. Such assessment will help determine the most appropriate settings, style of programme, content and teaching methods to enable a particular group of learners to meet a particular set of goals. To be able to identify the most suitable setting for planning a population education programme, the planners need to know and assess; (i) the potential access of different groups of learners to various educational settings; (ii) the different points in time at which they pass through each setting, their levels of intellectual and emotional development and their previous exposure to population-related learning; (iii) the strengths and weaknesses of each setting in dealing effectively with different content areas and different groups of learners; (iv) cultural, political and social sensitivities and (v) the educational activities already taking place within each setting.

The chapter also identifies several constraints which raise problems in the development of population education programmes. The first of these refers to the socio-political context. It is important that policy-makers should make clear to educators in general the relevance of population education to the policies and strategies of the educational systems and should be part of the national development plan and policies. Also, fears about family planning differentials among various social classes and the reversal of the demographic situation when moderating population growth in one group and not in the other are problems which should be carefully investigated.

Shortages of both human and financial resources also serve as constraints to effective development of the programme. The lack of trained personnel for planning, for teacher training, for the development of population studies, for curriculum development is a manifestation of this constraint.

Another issue raised by the chapter is the degree of centralization and control needed when planning population education programmes. While population studies for population education may be developed centrally and serve as models, additional attention should be given to particular issues that may concern only one locality. Responsible for planning the programme and providing legitimacy for it should be either through an advisory council or a national conference on population education. Both have pros and cons.

The essential elements for developing a population education plan are the planning context, which influences every aspect of the plan's development and is the source of its overall rationale; the expression of general programme goals, which will in turn shape all subsequent activities; and the provision of programme resources provided in a form that can be readily used. The other major components of strategy – the selection of learners, programme content, methods of instruction and evaluation – hinge upon both programme aims and development of resources. While evaluation procedures may come last, every step of programme implementation requires assessment and reassessment.

The last issue dealt with is the matter of co-ordination of implementation level. The chapter states the dangers of too much centralized co-ordination and calls for a balance between efficiency and diversity which can be achieved in part through the involvement in planning and programme monitoring of groups who have population education interests.

Descriptors: *Programme Planning; Programme Co-ordination*

Source: Unesco
7 Place de Fontenoy
75700 Paris, France

22

Unesco. Regional Office for Education in Asia and the Pacific, *Planning and development of out-of-school population education programmes in Asia and Oceania.* Prepared by Ansar Ali Khan for presentation at the National Planning and Development Meeting on Out-of-School Population Education held in Malaysia in May 1979. Bangkok, Unesco Regional Office for Education in Asia and Oceania, 1979. 12 p.

There is a growing number of children, youth and adults in the out-of-school sector, who make individual as well as collective decisions every day affecting the welfare of the individual, family, community and the nation. This group of the population has hardly any educational programme which could help in understanding the dynamics of decision-making and the implications of rapid population growth. For this reason out-of-school population education programmes should be developed to reach these various target groups with population messages.

National authorities should incorporate out-of-school population education as an integral part of an overall programme for development, perhaps starting with pilot projects. For effective planning at the national level, some form of a central co-ordinating authority, such as a population council or population committee should be created for overall planning, co-ordination, supervision and evaluation of the programme. The adoption of an integrated approach for planning population education has a special advantage in utilizing the resources of on-going programmes in terms of institutions, personnel and funds.

A comparative review of out-of-school population education programmes in 11 countries showed that there is hardly any

effective mechanism to ensure participation of the target groups in the community and there is also a lack of trained personnel, financial resources and lack of an effective co-ordination mechanism. In the area of conceptualization, many functionaries lack a good understanding about the concept of population education and often equate it with family planning. The out-of-school population education programmes usually have difficulties in recruiting personnel with higher professional standing because of lack of provision for equal status, salary and promotional prospects.

In the areas of curriculum development the following problems had been raised: i) inadequate background data about the target groups and their environment; ii) general lack of training materials; iii) lack of supplementary reading materials and iv) dearth of materials for use in the mass media for creating awareness. In the area of research and evaluation, there is hardly any basic and action research and evaluation being done due to lack of trained manpower and insufficient allocation of funds for research and evaluation activities. Most importantly, there has been an increasing tendency to formalize the non-formal education.

Descriptors: *Out-of-School Programmes; Integration Approach; Programme Co-ordination; Educational Personnel Training; Curriculum Planning; India*

Source: Population Education Clearing House
Unesco Regional Office for Education in Asia and the Pacific
P.O. Box 1425, General Post Office
Bangkok 10500, Thailand

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Unesco, Regional Office for Education in Asia and the Pacific. *Population education in non-formal education and development programmes; a manual for field-workers.* Bangkok, Unesco Regional Office for Education in Asia and the Pacific, 1981. 260 p. (Chapter 2: Programme development for out-of-school population education, p. 8-18). (Population Education Programme Service)

Any systematic attempt to promote out-of-school population education starts with the preparation of a plan which shows the focus or emphasis, priority concerns and scheme of the educational programme to be pursued. Designing a programme for out-of-school population education is a challenge to the field workers because the process is one in which the target clientele participate.

Planning for out-of-school population education takes place at both the macro and micro levels. At the macro level, the national authorities should incorporate out-of-school population education as an integral part of an overall programme for development by using the institutions or departments which are already undertaking population-related programmes. More specifically, when planning the programme at the micro or village level, the field-worker should identify the needs profile and requirements of the individual, family, various groups and the village and use them as the basis for formulating the objectives and activities.

Programme development is a continuing and repeating cycle of steps or procedures that overlap each other. The first step starts with an analysis of the actual situation which includes identification of significant needs and interests of the target clientele and socio-demographic

characteristics of the community which may include socio-cultural and religious characteristics, physical conditions, economic conditions, facilities and assistance available in the community. Once the problems and needs have been identified in the local situation, they must be prioritized, taking into consideration the problems that affect the great majority of the target clientele and which have to be attended to within a given time. Then chapter three deals in some detail with the remaining steps-formulating the programme objectives.

Step Three entails the developing of a plan of work or action plan. A well thought-out plan of work includes information on the target audiences, activities, communicators or promoters, teaching methods, and learning experiences, date and duration, venue of activity and evaluation. Step Four puts the work plan into operation. One of the preliminary steps to be taken in the implementation of out-of-school population education programmes is the mobilization of planned human and material resources. This will entail meeting with all concerned to study the availability of resources and to get their commitment and support.

The fifth step entails evaluating the programme in terms of its accomplishment. To determine whether a programme has succeeded in achieving its goals, the four major indicators of expected outcomes should result: i) improvement in physical conditions (adequate food, better housing, etc.); ii) social development (improvement in social status of the family, family and child welfare, etc.); iv) economic development which means increase in income, etc.; and v) integrative or the extent to which local initiative has been generated and involved in the planning, implementation, resource mobilization and evaluation of the programme.

Step Six requires the re-examining of the situation, and dealing with the field-worker's role in the planning and programme development process.

Descriptors: *Out-of-School Programmes; Programme Planning; Programme Evaluation; Manuals*

Source: Population Education Clearing House
Unesco Regional Office for Education in Asia and the Pacific
P.O. Box 1425, General Post Office
Bangkok 10500, Thailand

24

Unesco. Regional Office for Education in Asia and the Pacific. *Population education in the South Pacific.* Report of a Sub-Regional Workshop, Suva, Fiji, 1-12 October 1979. Bangkok, 1980. 159 p. (Population Education Programme Service)

This sub-regional seminar-workshop was organized by Unesco for the Governments of Fiji, Kiribati, Papua New Guinea, Solomon Islands and Tonga, to implement a preparatory project especially designed for the promotion of population education activities in the South Pacific region. The main purposes were to stimulate further interest and understanding of population education and to assist the participating countries to evolve proposals for national population education programmes for financial and technical support from UNFPA and Unesco.

The topics discussed covered an orientation to population education; demographic aspects of population education; population education programmes in Asia for in-school and out-of-school; problems and issues in population educa-

tion, population and development, approaches to curriculum development in population education in Asia and the Pacific; integration of population education in development programmes for out-of-school youth and adults and guidelines for the development of project proposals.

The practical exercises focused on curriculum development, assessment of national and regional needs and the development of draft plans for population education programme. The presentations on the development of curriculum for in-school and out-of-school population education programmes were followed by group discussions during which the general process and modalities for curriculum development in the participating countries were elaborated on. The participants further discussed the approaches and modalities that could be used for introducing population education into existing and new educational programmes. The participants developed general core curriculum contents in population education for integration into their in-school and out-of-school educational programmes. Finally, they each prepared a plan for a population education programme indicating the justification of the programme, programme objectives, activities, target audiences, output, institutional structure and job responsibilities of personnel.

Descriptors: *Programme Planning; Curriculum Planning; Integration Approach; Educational Personnel Training; Research; National Planning; Conference Report; Pacific Region.*

Source: Population Education Clearing House
Unesco Regional Office for Education in Asia and the Pacific
P.O. Box 1425, General Post Office
Bangkok 10500, Thailand

SECTION 3 – MONITORING AND EVALUATION

25

Summer Course cum Workshop in Population Education for Chinese and Vietnamese Educators, 2nd, 10 April to 14 May 1986. *Training manual on monitoring, evaluation and evaluative research in population education*, prepared by the participants and resource persons of the Course, organized by College of Education, University of the Philippines, Quezon City, Philippines, in collaboration with Unesco Regional Office for Education in Asia and the Pacific, Bangkok. Quezon City, University of the Philippines [1986]. 1 vol.

This training manual is designed to enable the user to: (i) acquire an overview of monitoring and evaluation as part of the programme management cycle; (ii) get acquainted with concepts, terminology and principles; (iii) differentiate between monitoring and evaluation; (iv) formulate monitoring schemes; (v) design and implement evaluative studies; (vi) construct instruments for evaluating programmes/projects; (vii) analyze monitoring and evaluation data; and (viii) write a report and an abstract of an evaluation or research study. The training manual was translated to Chinese and Vietnamese during the course.

The manual consists of six parts. The Introduction gives a brief background and overview. It situates monitoring and evaluation in the programme management cycle. Chapter One differentiates between monitoring and evaluation, provides the rationale for each and discusses key concepts. Monitoring is a process of watching periodically the progress of a project/programme in order to identify strengths and weaknesses so that timely corrective measures may be made towards optimizing the effectiveness and efficiency of the programme. Furthermore, monitoring is needed to provide evidence and data for appropriate decisions concerning the following: i) to find out if the programme is going on as planned; ii) to find ways and means to overcome problems, make some changes and introduce new ideas into the programme as needed; iii) to strengthen or expand the programme from one cycle to the next and iv) to meet programme accountability to internal and external authorities. Evaluation, on the other hand, is the gathering of information which can be used as bases for forming judgements which in turn can be the bases for making decisions. There are different classes of evaluation, namely, i) research for programme planning, ii) programme monitoring; iii) impact assessment and iv) research on project efficiency. This section also differentiates between formative and summative evaluation and who should conduct the evaluation. Chapter Two describes different plans and structures for determining the effectiveness of a project, or specific aspects of it. It describes three types of evaluative designs, namely, non-experimental, experimental and quasi-experimental designs. Non-experimental design includes one group – post test design, one group pre-test – post-test design, different pre-test group and static group comparison. Experimental design includes post-test control group design, pre-test – post-test design. Quasi-experimental design includes time series design, non-equivalent group design, three-group design and a variant of the four group design.

Chapter Three describes devices for collecting evaluation data and information and how to construct tools. It presents three major techniques for collecting and

gathering data, namely: (i) observational methods; (ii) questionnaire and interviews; and (iii) projective techniques. It also describes some common instruments for measuring attitudes such as Likert Scales, Ranking Items, Semantic Differential and shows how to construct a questionnaire or an interview instrument. Some evaluative research instruments are included to give concrete examples to the theoretical discussions. Chapter Four describes various statistical tools which can be applied to the evaluation data. These include measures of central tendency, measures of variability, measures of relationship and association, tests of difference between two mean scores, the t-test for related or matched samples. This section also describes how to undertake interpretation of statistical results. The last chapter discusses the guidelines for writing the evaluation and research report and how to write the abstract. This section states that generally, a report includes, (i) introduction; (ii) the problem; (iii) the conceptual framework; (iv) methodology; (v) data presentation and analysis; and (vi) findings and conclusions.

Descriptors: *Programme Monitoring; Programme Evaluation; Manuals*

Source: College of Education
University of the Philippines
Diliman, Quezon City
Philippines

26

Unesco. Regional Office for Education in Asia and the Pacific. *Cost-effectiveness of population education activities.* Paper prepared by Allan K. Kondo for the Regional Training Workshop on Evaluative Research in Population Education, Manila, 20-31 May 1985; based heavily on the book by Henry M. Levin, *Cost-Effectiveness: A Primer New Perspectives in Education, Vol. 4.* Beverly Hills, Sage Publications, 1983. Bangkok, 1985. 6 p.

Cost effective analysis refers to the evaluation of alternatives according to both their costs and their effects with regard to producing some outcome or set of outcomes. Often, in population education projects, an evaluation must be made on the choice of alternative approaches to meet a particular objective. Many times, decisions must be based on consideration of costs. Before any cost-effectiveness analysis can be made, it is first necessary to determine the programme objectives and an appropriate measure of effectiveness. For example, if the objective is to develop student learning, the measure of effectiveness will be test scores. The costs of the various alternatives for meeting a particular objective are then assessed by determining the various ingredients and their values. When the results of the effectiveness are combined with these costs, a cost-effectiveness ratio will be derived to show the relative costs for each measure of effectiveness.

In a cost analysis, it is necessary to ascertain the cost of an intervention in terms of the value of the resources that were used or lost by applying them in one way rather than in another. This is done by specifying first of all the ingredients that are required for any particular intervention. These include personnel, facilities, equipment and material, other programme inputs and client inputs. Once these ingredients are specified, a value or cost estimate is placed on each of them. When the values of all the ingredients are added, the total cost of the intervention is established. To analyse cost, usually a cost worksheet is used comparing the alternative approaches to be used showing

how much money each of these alternative approaches will require.

As a concrete example, the paper compares the cost-effectiveness of using three different methods of conducting in-service teacher training on the population knowledge acquisition of teachers – face-to-face training; self-learning modules; and distance-learning through radio and workbook. After calculating all expenses the cost per participant in the face-to-face approach was US$100; the self-learning module, $5.00 and distance learning, $10.00. However, the test scores showed the highest for face-to-face approach and lowest for distance learning. As far as cost-effectiveness is concerned, the self-learning module method ranks first. In terms of the most efficient approach, the face-to-face approach ranks highest.

The above example shows that the most "effective" approach is not always the most cost-effective. Further, the adoption of the most "effective" alternative can actually cost many times as much as the most cost effective one. While this kind of cost-effectiveness analysis is more likely to yield the type of information crucial to decisions on population education than when costs are ignored, it should not mean that these studies should be used mechanically to make decisions. There are always other considerations that cannot be fully incorporated into the evaluations. For example, the personal contact between a stimulating lecturer and teachers, organizational or institutional factors and other cultural factors. Thus, a consideration of cost-effectiveness alone is inappropriate. Other pertinent data and background should also be considered in selecting alternatives.

Descriptors: *Programme Evaluation; Cost-Effectiveness*

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Bangkok 10500, Thailand

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Unesco. Regional Office for Education in Asia and the Pacific. *Evaluation in population education in the Pacific.* Report of a Regional Training Workshop, Koror, Republic of Palau, 23 September – 1 October 1985. Bangkok, Unesco Regional Office for Education in Asia and the Pacific/Asia Unesco Office for the Pacific States, 1985. 96 p. (Population Education Programme Service)

This publication comprises a brief report of the Regional Training Workshop on Evaluation in Population Education in the Pacific and a collection of illustrative evaluation instruments developed by the participants in the workshop. These cover a wide range of population education development activities – from evaluation of attitudes toward sex education/family life education, to evaluation of curriculum materials, teaching methods and training programmes, to evaluation of programme effects using sample teaching units.

Part One describes the background and objectives of the Regional Training Workshop. The workshop was aimed at i) providing a forum for the exchange of experiences in population education, especially in relation to evaluation; ii) providing training in the process of developing evaluation techniques and instruments for use in individual country programmes/projects, especially for curriculum materials, teaching/learning process, training and

programme effects; and iii) providing training in data analysis techniques. The workshop started with the sharing of country experiences in evaluation activities in population education. This was followed by presentation and discussion on monitoring and evaluation. The participants also prepared a framework for evaluating country programmes consisting of objectives, performance indicators, programme activity/content to be evaluated and an evaluation design. This was followed by a practicum where participants developed various instruments for evaluating the components of the population education programme for both in-school and out-of-school sectors. A lecture on data analysis techniques included, (i) organizing data; (ii) computing data; (iii) presenting data; (iv) interpreting data; (v) drawing conclusions; (vi) making recommendations; and (vii) writing reports of evaluation studies.

Part Two of the report contains five evaluation instruments. The first is a survey instrument to gather data information for the introduction of sex education/family life education in the school programme. The second set of instruments is to be used for evaluating teachers' guides and instructional materials. The third set of instruments can be used for evaluating various teaching methodologies in population education such as values clarification, inquiry approaches and films. The fourth set of instruments is meant for evaluating teaching/training programmes and seminars in population education. The last set is used for evaluating the effects of formal and non-formal population education. Part Three contains appendices on the list of participants, schedule of work and questionnaire for evaluating the Regional Training Workshop of Evaluation in Population Education.

Descriptors: *Conference Report; Evaluation Methods; Instruments; Pacific Region.*

Source: Unesco Regional Adviser for Population Education in the Pacific
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Unesco. Regional Office for Education in Asia and the Pacific. *Evaluation of learning outcomes: cognitive and affective.* Paper prepared by Leonardo de la Cruz for a National Training Programme in the Socialist Republic of Viet Nam, 3 to 20 March 1986. Bangkok, 1986. 13 p.

This paper focuses on the evaluation of the learning outcomes. Learning outcomes are generally classified into three categories or domains, namely the cognitive, affective and the psychomotor. The cognitive domain is not merely knowledge of factual information but includes, (i) *memory* where the students recall or recognize information; (ii) *translation* where the students change information into a different symbolic system or language; (iii) *interpretation* where the students discover relationships among facts and generalization implied in a visual illustration, graphs, charts and tables; (iv) *application* where the students solve a life-like problems that require the identification of the issue and the selection and use of appropriate generalizations and skills; (v) *analysis* where the students break down materials into constituent parts and detect the relationship of parts and of the way those are organized; (vi) *synthesis* where the students put together elements and parts to enable them to form a conclusion or generalization; and (vii) *evaluation* where

the students makes a judgement of good or bad, right or wrong, according to the standards set.

The paper stresses that Bloom's level of thinking processes do not necessarily have a direct relationship with age or grade. A seven-year-old can also analyse, synthesize and draw conclusions using simpler facts. However, it is relatively more difficult to construct test items measuring the higher level processes of interpretation, analysis, synthesis and so on. Unless special attention is paid to them, test construction tends to over-emphasize recall or purely factual items. Then the paper gives examples of test items for each of the above components.

In the affective domain, the following components are included: i) receiving such as awareness, willing to receive and selected attention; ii) responding such as acquiescence in responding, willingness to respond, and satisfaction in responding; iii) valuing such as acceptance of a value or preference for a value; iv) organization of one's value system; v) commitment or acting according to one's hierarchy of values. The paper stresses that although five categories are used, the heart of the process is concerned with values. Categories i and ii are concerned with values at a relatively low level and categories iii, iv and v are concerned with values at a quite high and complex level. The extent to which the affective domain has been used is rather limited as educational evaluation has tended to play only marginal attention to the affective domain in comparison with that given to the cognitive domain. Values are reflected in feelings, opinion and beliefs and intentions to act. The three most commonly used measures to evaluate learning outcomes with affective domain are the Likert scale, rating scale and semantic differential scale. The Likert Scale are statements to which the respondent is asked to indicate agreement or disagreement, or if he is undecided/neutral. Rating scales are structured items which provide answer options to the respondents. The semantic differential uses degree of feelings with a continuum that includes two extremes. Examples for each of the rating scales are given.

Descriptors: *Evaluation Methods; Academic Achievement; Instruments*

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Bangkok 10500, Thailand

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Unesco. Regional Office for Education in Asia and the Pacific. *Evaluation of population education programme.* Paper prepared by Ansar Ali Khan for presentation in the National Seminar on Strategies and Programmes of Population and Family Planning Education, Jakarta, Indonesia, 4-9 August 1986. Bangkok, 1986. 21 p.

The term evaluation has been interpreted in a variety of ways. In its broadest sense, evaluation is taken as a systematic assessment of the value or worth of something. It may also be defined as the collection and use of information to make decisions about an educational programme. Evaluation is viewed as a continuous process which commences with pre-programme evaluation, formative evaluation and ends with summative evaluation.

The pre-programme evaluation determines the need for a population education

programme; the acceptability of a population education programme to the community and the feasibility of the programme. The in-programme or formative evaluation aims at identifying the strengths and weaknesses of the programme in its design and operation during the process of implementation to suggest ways and means of improving the programme through the use of appropriate alternatives. The following need attention in terms of formative evaluation: i) objectives of the programme; ii) strategies for achieving programme objectives; iii) curriculum materials; iv) teaching-learning processes; iv) personnel training; v) programme effects and vi) programme management. Post-programme or summative evaluation means the evaluation of the outcomes of a programme, both on a short-term and a long-term basis, after its conclusion. Summative evaluation focuses on outcomes or impact per se, assessing these as high or low with a view to making decisions as to whether the programme is useful or not, and whether the programme should be continued or not.

Evaluative research on the other hand is a process of inquiry which meets two conditions; first internal validity which prevents the operation of confounding variables by careful control mechanism and second, external validity which provides basis for generalization of the findings of the inquiry through proper sampling. Evaluative research seeks to determine how effective the treatment/intervention that is introduced; whether or not it produces a significant difference from what results without the treatment or intervention; whether it effects a significant gain in knowledge or change in attitude or changes in behavioural intent and the overall impact of the treatment/intervention.

There are three types of evaluative research design, namely, i) non-experimental design; ii) quasi-experimental design; and iii) experimental designs. Non-experimental designs are sometimes referred to as pre-experimental designs because they fail to meet the criteria of internal as well as external validity. At best, they give descriptive information about the outcomes of the programme since measured "effects" cannot be firmly attributed to the intervention or treatment. There are four types of non-experimental design, namely, i) one group post-test design; ii) one group pretest – post-test design; iii) different pretest group; and iv) static group comparison. The quasi-experimental design consists of two kinds, one which may have adequate sampling but experimental controls will be lacking and the other where sampling may be highly inadequate but the controls are likely to be excellent. A few examples of specific research designs under this include: i) time series design; ii) non-equivalent group design; iii) three-group design; iv) a variant of the four groups design. Finally, the experimental designs requires vigourous conditions of both internal and external validity. Under this category, variances due to extraneous factors are controlled through random selection of subjects and random assignment of groups to treatments. A few examples of specific research designs under this include: i) post-test control group design; ii) pretest – post-test control group design; iii) multiple treatment, post-test only design; and iv) multiple group, alternate pretest – post-test design.

Generally speaking, the educational programmes are evaluated by any or combination of the following approaches: (i) self-evaluation by those participating in the programme; (ii) regular monitoring and evaluation of programme by the programming agency itself; (iii) evaluation by outside evaluators, with given terms of reference; and (iv) follow-up studies of those who participated in the programme.

Descriptors: *Programme Evaluation; Evaluation Methods; Research Design*

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Bangkok 10500, Thailand

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Unesco. Regional Office for Education in Asia and the Pacific. *Evaluative research in population education.* Manual arising out of a Regional Training Workshop, Manila, 20-31 May 1985. Bangkok, 1986. 142 p. (Population Education Programme Service).

This manual gains special significance considering the fact that most population education programmes in Asia at present have reached a stage where a considerable amount of programme inputs have been invested into programme implementation and their effects or impact need to be determined. For this reason, the manual does not encompass the whole gamut of research but appropriately focuses on monitoring and evaluation which are the recognized needs in the region.

Comprising six chapters, this manual serves as a wealth of resource material for distinguishing between monitoring and evaluation; the difference in the scope or coverage of the two; their functions or uses and types of evaluation. On a more practical level, the various types of evaluative designs are explained. These include non-experimental, experimental and quasi-experimental designs. To put these designs in the context of population education, five concrete evaluative designs are presented, three in formal population education and two in non-formal population education. The three in formal sector includes a pre-experimental design which ascertains the effects of the population education programme on the level of knowledge and attitudinal characteristics of the secondary school teachers teaching population education; an experimental design which compares the effectiveness between lecture-discussion and teaching with slides in the teaching of population education to secondary school students; and a quasi-experimental design to ascertain the effectiveness of an innovative approach to in-service training of middle school teachers of population education. In the non-formal sector, there is an experimental design which determines the relative effectiveness of face-to-face vis-a-vis self-instruction in the training of non-formal education teachers and a quasi-experimental design on the effects of a non-formal population education programme on the knowledge of an attitude towards responsible parenthood and family planning of adults attending literacy classes in a community.

The manual discusses eleven techniques for analyzing the data; the guidelines for writing an evaluation report; and how cost-effectiveness of population education activities can be determined.

Descriptors: *Programme Monitoring; Programme Evaluation; Evaluation Methods; Report Writing; Cost-Effectiveness; Research Design; Instruments; Manuals*

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Unesco. Regional Office for Education in Asia and the Pacific. *Monitoring and evaluation.* Paper prepared by Leonardo de la Cruz, based largely on the Unesco Manual, *Evaluative Research on Population Education, 1986.* Bangkok, 1986. 10 p.

Monitoring may be defined as a process of periodically watching the progress of a programme or project with a view to identifying shortcomings and taking appropriate corrective measures. It also means an assessment of whether or not an intervention is operating in conformity to its design and reaching its specified target population.

Monitoring is classified as, (i) financial monitoring to show whether the amounts earmarked are released without any reduction and at the times specified in the plan and whether the funds are being spent appropriately; (ii) administrative or management – this includes determining whether the administrative, supervisory and organizational structure is supportive to the programme, and whether the personnel, facilities are properly placed; (iii) technical/academic will show whether the academic inputs are facilitating effectively the preparation of instructional and training materials and other activities are being carried out efficiently; (iv) coverage and delivery refer to whether the target clienteles of the programme are being reached thoroughly and whether there are clients who should not have been included in the coverage and whether services are being delivered on time and efficiently; v) physical equipments and materials refer to showing whether the equipments and materials needed for the programme implementation are being supplied strictly according to the specifications.

There are certain pre-requisites of an efficient and effective monitoring system. These include: (i) regularity of the submission of reports and returns; (ii) accuracy of information which provides credibility to the programme; (iii) promptness in analysis and supply of feedback to the concerned persons; and (iv) completeness of information.

Evaluation, on the other hand is the process of making judgements of worth and decisions on the basis of information collected for these purposes. There are four categories of evaluation, namely, context evaluation, input evaluation, process evaluation and product evaluation. In the 1980's, there has been increasing concern on the effects and impact of population education programme. However, there are conflicting views on the definition of programme. effects and impact. In Asia and the Pacific, the usual indicators of success of a population education programme are the project outputs, namely, the variety and number of curriculum/ training and instructional materials and the number of educators provided orientation, teachers and field-workers trained. However, what is more important is determining the achievements with regard to both the processes and outputs. This includes basically the assessment of efforts and outputs vis-a-vis the evaluation of effects of the programme.

Descriptors: *Programme Monitoring; Programme Evaluation*

Source: Population Education Clearing House
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Unesco. Regional Office for Education in Asia and the Pacific. *Monitoring and evaluation of population education programme.* Paper prepared by R.C. Sharma for presentation at the Regional Training Workshop on Evaluative Research on Population Education held at Manila from 20 to 31 May 1985. Bangkok, 1985. 14 p.

Despite the fact that countries recognize the need for systematic monitoring and evaluation, this is still one of the weakest areas in population education programmes in the region. This paper is meant to provide better understanding and some useful ideas about monitoring and evaluation to motivate and give guidelines to countries to undertake monitoring and evaluation.

Monitoring, as part of evaluation, is a process of watching periodically the progress of a programme or project with a view to identifying shortfalls, if any, and taking corrective measures in order to optimize the effectiveness of the programme. The main objectives of monitoring are to: i) assess the progress of programme with reference to their immediate and long-term objectives; ii) identify necessary action in order to ensure efficiency and effectiveness of the programme; iii) provide feedback information on future programme needs. The process of monitoring can be divided into four stages, namely, planning, inputs, processes and outputs and can be classified according to: (i) financial – are funds being made available on time and being used as per work plan appropriately; (ii) administrative or management – involves strengthening of organizational structure; (iii) academic or technical – involves monitoring of the quality of inputs such as training programme, type of supervision and guidance, etc.; (iv) physical monitoring such as location, time, physical facilities.

There are certain prerequisite of an efficient and effective monitoring system. These include: i) regularity in submission of reports and returns at regular intervals; ii) accuracy of information is another factor as it provides credibility; iii) promptness in analysis and supply of feedback to the concerned persons; iv) completeness of information and feedback.

As most population education programmes are funded by UNFPA and other international agencies, their accountability in terms of proper use of funds, target groups to be reached, etc. is required by the funding agency. The different forms of monitoring accountability are: i) coverage accountability – are the persons served those who are designated?; ii) service delivery accountability – are proper amounts of outputs being delivered?; iii) fiscal accountability – are funds being properly used?; iv) legal accountability – are relevant laws being observed by the programme?

Whereas programme monitoring enables a continuing critique of the project's implementation and effectiveness, evaluation is concerned with an in-depth analysis of the project's impact. Evaluation is simply a tool to measure and assess the progress achieved in meeting the objectives of a project; whether the project has brought changes in the attitudes and behaviours of the target audience. Another purpose is to take stock of project inputs and outputs to know if the efforts have been worthwhile, and what actions need to be modified, changed or strengthened. There are four types of evaluations, namely, context evaluation, input evaluation, process evaluation and product evaluation. In developing an evaluation

framework, the following major parts should be considered: i) Objectives – which programme objectives are to be evaluated, outputs, primary effects, behaviour changes or status changes? ii) selection of programme activities and content of the evaluation, inputs and activities; iii) selection of the evaluation design and methodology with regard to study design, sample, measure instruments and data collection and analysis.

Descriptors: *Programme Monitoring; Programme Evaluation*

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